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ABSTRACT

A statewide survey of Nevada school librarians was conducted in the spring of 1988 to determine their perceptions of their roles as curriculum leaders in their schools. Their responses showed that Nevada school librarians see themselves as instructional leaders, and to a lesser extent perceive that their principals, teaching colleagues, and parents also see them in this role. The survey also found that: (1) school librarians are support, auxiliary personnel for classroom area teachers as well as the media specialists for their schools; (2) they are particularly involved in the language arts, social studies, and science programs in a support capacity, but are directly involved with reading programs at all grade levels; (3) they value their contacts and friendships with school colleagues; (4) they are more involved in teaching library skills, serving as media specialists, and supervising students and aides, and less involved in administrative, clerical, purchasing, cataloging, and classifying functions; (5) school principals set the tone for the reception of the school librarian by the rest of the school staff; and (6) each school still remains unique in its perception and utilization of the school librarian. The attached copy of the questionnaire used, which was an updated version of the one developed for a statewide survey in 1986, includes a tally of the rankings for individual questions. (EW)

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A 1988 STATEWIDE SURVEY OF NEVADA SCHOOL LIBRARIANS' SELF-PERCEPTIONS AS INSTRUCTIONAL LEADERS IN THEIR SCHOOLS

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AN INTRODUCTION TO THE 1988 NEVADA STATEWIDE SURVEY OF SCHOOL LIBRARIANS' SELF-PERCEPTIONS AS INSTRUCTIONAL LEADERS IN THEIR SCHOOLS

During the spring of 1986, the writers conducted a survey of the self-perceptions of school librarians in the Clark County, Nevada Public School System as to their roles as curriculum leaders in their schools. The findings were presented to the Silver State Reading Associaton at Las Vegas, Nevada in March, 1987 and to the Nevada Library Association at Winnemucca, Nevada in October, 1987. At the latter conference, strong interest was expressed in having an updated 1988 survey include the school librarians of the Washoe County Public School District. This interest ultimately led to a Nevada statewide survey of school librarians in the spring of 1988 which dealt with their self-perceptions as instructional leaders in their respective schools. The updated 1988 survey included essentially the same questions as were in the 1986 survey with some changes. The term, "curriculum," was updated to, "instruction." A colleague suggested finding out the importance of computer functions in school libraries. We also inquired about librarians as specialists in the selection of library materials for their schools and for the promotion of their libraries by means of displays, newsletters and coverage of special events.

The 1986 Clark County School District survey included 59 librarians (79 per cent response rate). The 1988 Nevada statewide survey included 167 librarians (65 per cent response rate). The 1988 survey included three times as many librarians as did the earlier one and covered a much larger geographical area. Both surveys had high response rates. The latter one also covered a more diverse group of librarians. Both surveys indicated responses by librarians who were seasoned veterans in their roles. The 1986 survey showed elementary respondents with 9 1/2 years of experience as an average in school librarianships and secondary school librarians with 12 1/2 years of experience as an average. The 1988 survey included elementary school librarians with an average of 9 1/2 years of experience in the field of expertise and secondary school librarians with 10 years of experience in the field. More comments added by respondents to the survey was noted in the 1988 statewide study. Many of these comments were negative reactions to having to serve as preparation time to teachers. This was construed to be "babysitting" and thus, "unprofessional."

Despite the negative comments submitted by a small number of librarians who resented their added time spent in being preparation time for classroom teachers (especially in the Clark County School District and in some of the smaller public school districts), the overall results of this survey are regarded as more positive in direction than were those in the 1986 survey. In other words, the current survey found that Nevada school librarians did see themselves as instructional leaders in their own schools and to a lesser extent perceived that their principals, teachers and parents also saw them in this role.

More of them were on instructional committees than in 1986, but few of them have yet to chair such committees. As in 1986, school librarians saw themselves in instructional support roles for content teaching in language arts, social studies and science- the areas calling for heaviest amounts of reading comprehension by students. The two weakest areas of content area support were in mathematics and physical education. Programs for the academically talented students received attenion by school librarians.

The 1988 survey showed that school librarians were still not seeing themselves as computer specialists, but they did feel strongly about their roles as collection specialists for their libraries and as media specialists for their schools. They felt they did a great deal to promote their libraries by means of displays, notices and coverage of special events. In gentral, they felt good about themselves and their leadershop roles as instructional specialists. Even those without the certification for their jobs saw themselves as professionals with some expertise in librarianship. They did not view themselves as clerks or classified staff. Private school librarians and those in the Clark County School District viewed themselves the most positively in this respect, while those in the smaller school districts took a less positive approach. As in 1986, secondary school librarians responded at a much higher rate than did elementary librarians. However, elementary school librarians were even more positive about their instructional leadership role than were secondary librarians. Teaching library skills, serving as media specialists and, supervising were still seen as the priority items of daily routine as they were in the 1986 survey. Computer functions still had the lowest daily prioity as it had earlier. The writers are deeply indebted to the large number of respondents who made this study possible. Their honesty and high degree of professionalism speaks well for them personally and for the schools of the state of Nevada. Analysis and survey results follows.

ANALYSIS OF LIBRARIANS' RESPONSES

Question 1- I see myself as an instructional leader in my school.

Over three-fourths of the Nevada school librarians did see themselves as instructional leaders in their respective schools. Of interest, responses were relatively uniform for elementary and secondary school librarians and for librarians in the Clark and Washoe County school districts and in the smaller school districts and the private schools. Many more were in agreement with being instructional leaders in their schools than were those who strongly agreed with this position. Responses to this question were somewhat more positive than was the case with the 1986 Clark County School District questionnaire compiled by this surveyor. Obviously, the climate of each school will vary and there were librarians in all classifications who were negative on this perception.

Question 2- My building principal sees me as an instructional leader in my school.

Three times as many school librarians felt that their principals saw them as instructional leaders in their respective schools than did those who took the opposite view on this. Response to this question was considerably more positive than was the case with the 1986 Clark County School District survey. Elementary school librarians were more receptive toward their principals' perceived views on this matter than were their secondary school counterparts. Private school librarians had the most positive view on this and were followed by elementary school librarians in Clark County and Washoe County public schools. Washoe County results were the most positive among secondary school librarians. Many more librarians agreed with this perception than strongly agreed with it. Perceptions of instructional leadership among librarians was higher with themselves, though, than it was with their principals.

Question 3- The teaching staff in my school sees me as an instructional leader in my school.

The librarians who saw themselves as instructional leaders among teachers in their respective schools were twice the number who felt opposite. Perceptions on this question were somewhat less positive than self-images on the same subject and were slightly less than positive images regarded from principals. Again, elementary librarians had a somewhat higher perception of their colleagues' views on them as instructional leaders than did secondary librarians. The most positive

perceptions to this question were from private school librarians and those in the Clark County School District. Least positive perceptions came from secondary librarians in the smaller public school districts. The 1986 Clark County School District survey had also revealed a more positive response to this question from elementary school librarians than from those in secondary schools. Overall, this survey showed a positive reaction to this question to an even greater extent than was the case with the 1986 Clark County survey.

Question 4- I am seen by colleagues in my school as the media specialist of the school.

Some twenty to thirty times as many librarians saw themselves as being seen by their colleagues as the media specialists of their schools as did those who felt negatively about this. While the results of this question of the survey were overwhelmingly one way, more librarians answered this in the negative than did those in the 1986 Clark County Public School District survey. A possible explanation to this is that in some schools media specialists have been hired to displace the school librarians in this particular role. Admittedly, the term "media specialist" might have had several interpretations, but the term seems to have been construed to mean being specialized in handling and using media equipment in the library and in the school generally. In the Clark County School District, this is included in librarians' job descriptions and job titles. This is also the case with librarians' certification titles from the State of Nevada Department of Public Instruction.

Question 5- Teaching library skills is viewed as a high priority of instruction in my school.

Among elementary school librarians, teaching library skills was viewed as a high priority of instruction by three to one. Secondary school librarians saw this as less of a priority of instruction in their schools. Slightly more of them saw teaching of library skills as a high priority of instruction than those who did not. Overall, this did not rank as high as it did in the 1986 Clark County School District survey. In Clark County Public Schools, such instruction is mandated for elementary school librarians but is not mandated for secondary school librarians. The teaching of these skills ranked much higher for Clark County public school librarians than it did for Washoe County and smaller school district librarians. Private school librarians ranked this higher than did those in Washoe County or the smaller school districts. One librarian in

a smaller county secondary public school expressed resentment at this question and stated that teaching a love of books and reading should always take priority over the teaching of skills. The surveyor and his advisors were not measuring the values mentioned and assumed that all school librarians were naturally expressing these values at all times. The assumption here is that the teaching of library skills in the schools is a more measurable item than is the expression of values inculcating the love for reading and enjoyment of books.

Question 6- My role is seen in my school as integral to the effectiveness of the total reading program.

Among Clark County public school librarians and private school librarians, responses were five to one and four to one respectively for roles being integral to the effectiveness of the total reading programs in their schools. The ratio was better than two to one for Washoe County public school librarians on this perception and among those in the smaller school districts slightly more were positive in this role perception than were not. Elementary school librarians felt strongest in this regard and high school librarians were least positive in such perceptions. The responses among school librarians were quite similar to those found in the 1986 Clark County study.Most support for this coming from Clark County public school librarians reflects the heavy emphasis in that district being placed upon such a direction in the elementary and junior highs there. Less emphasis for this is placed upon that district's senior high librarians. Survey findings in Clark County public schools were about what they were in 1986.

Question 7- I serve on at least one instructional committee.

Half of the respondents saw themselves as serving on at least one instructional committee at their respective schools. The other half did not. Clark County elementary librarians and Washoe County secondary respondents served on such committees by a ratio of two to one. In the smaller public school districts, two out of three librarians reported that they did not serve on such a committee. The 1988 survey showed a considerable number of librarians serving on instructional committees compared to the mere 37 per cent who responded to this in the 1986 Clark County School District survey. Such results confirm the answers to the first three questions of the current survey. School librarians are definitely seeing themselves more in school instructional leadership roles than they did several years ago. This is especially true among Clark County School District librarians.

Question 8- I chair at least one instructional committee.

Only sixteen per cent of the respondents stated that they chaired at least one instructional committee in their schools. This showed almost no change since 1986 when only thirteen per cent of the librarians in the Clark County Public Schools stated that they chaired at least one instructional committee in their schools. Those who did chair instructional committees were mainly in Clark County elementary and Washoe county secondary schools. Schools in Nevada seem to take the position that school librarians have enough other functions to do without their having to chair instructional committees. This does not appear to be changing in the next few years.

Question 9- I am used to reinforcing instructional leadership in certain content areas.

School librarians saw themselves as reinforcing instructional leadership in those content areas that called for heavy amounts of reading on the parts of students. Language arts and social studies were the content areas that both elementary and secondary librarians saw themselves rendering the most instructional leadership to teachers and students. Science was third in this area of support services rendered, and health and art were a distant fifth and sixth, respectively. Academically talented student programs were fourth in receiving reinforcement of instructional leaderhsip from librarians. Secondary school librarians were responsible for physical education receiving sixth place in this category, while mathematics was the content area that librarians saw themselves reinforcing least for instructional leadership. These 1988 results were almost identical to those found in the 1986 Clark County School District survey. Language arts, social studies and science accounted for sixty-five per cent of this total among content areas. These three areas of study challenge the best readers more than the other mentioned areas.Responses for reinforcing instructional leadership in the content areas mentioned above were pretty much the same across school district lines and between elementary ans secondary school librarians. Secondary school librarians were somewhat more supportive in instructional leadership in the area of health education.

Question 10- My role is viewed primarily as a clerical one by the school staff.

Nevada school librarians did not perceive their roles as being seen by fellow staff members as clerical ones.Even librarians who were not professionally certificated did not perceive others as seeing their roles as largely clerical ones. Clark County School District librarians were five to one in viewing their roles as not being largely clerical ones. Others agreed with this on a two-to-one or three-to-one basis. Self-images by all librarians tended to be specialized, professional ones.

To this surveyor, such viewpoints came as a pleasant surprise, since he had heard that Washoe County school librarians who held clerical titles at the elementary level had viewed themselves as clerks. Such was not the case. They responded to this question with a specialized, professional perceptual outlook as to the way others on the staff saw them.

Question 11- The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.

Respondents were anywhere from ten-to-one to two-to-one in favor of stating their perception that the school principal definitely set the tone as to how professional the school librarian's role was seen as to his instructional leaderhsip function in the school. Elementary school librarians felt stronger about this than did secondary librarians- by more than two-to-one. Elementary school principals were seen to have far more power and influence over their librarians' perceptions by others than did secondary school principals over the perceptions of their librarians by others. Responses by librarians to this question were very similar to what they had been in the 1986 Clark County survey.

Question 12- The staff of my school views me as one of the computer specialists in the building.

With the exception of Washoe County secondary school librarians, respondents by a three-to-one count did not see themselves as being considered computer specialists in their schools. Of nine, routine daily functions, librarians saw computer functions as being rated the very last among such. These survey results seem quite surprising, in light of the national thrust toward computers in school libraries. In 1988, Nevada school libraries are not nearly as computerized as they would seem to warrant. Perhaps, such findings will change in the near future?

Question 13- I am seen as the specialist in the selection of library collections for the school.

Of all the questions asked in the survey, this one received the most overwhelmingly positive answer from all the respondents. Elementary and secondary librarians, and those in Clark County, Washoe County, smaller public school districts and private schools largely agreed very strongly that they were the specialists in selecting library collections for their schools. Not one librarian in the 167 who answered this question disagreed with this perception. It was, indeed, the all-time

affirmative one!

Question 14- I promote the library to the school by means of displays, notices and coverage of special events.

Respondents were overwhelming in their agreement that they promoted the library to their respective schools by means of displays, notices and coverage of special events. Strongest agreement with this perception came from Clark County elementary school librarians and Washoe County secondary school librarians. Very few were in disagreement with this perception. School librarians ranked this second highest in agreement, after seeing themselves as specialists in selecting library collections for their schools.

Question 15- The Central Office of the School District regards me as an instructional leader in my school.

Clark County secondary school librarians and Washoe County elementary librarians saw their school district central offices as not regarding them as instructional leaders in their schools, and this was also true of both elementary and secondary private school librarians. All of the others were two-to-one in seeing their central school district offices as regarding them as instructional leaders in their schools. Overall, the responses were in the affirmative on this perception. Many answers, however, to this question were undecided. As was the case in the 1986 Clark County School District survey, many school librarians in this survey really were uncertain of what the central offices expected of them as instructional leaders. This surveyor still feels now, as he did in 1986, that school librarians remain isolated from central offices in school districts. Few school administrators come from backgrounds of librarianships.

Question 16- Parents at my school view me as an instructional leader in the school.

By a two-to-one count, respondents felt that parents in their schools did see them as instructional leaders there. Clark County secondary librarians were the exception to the rule; they were equally divided on this perception. Private school librarians were very affirmative on this. As in the 1986 survey, the 1988 survey showed that elementary school librarians felt more support from parents than did secondary school librarians. Parents at the elementary level seem to have closer contacts with their children's school libraries than do parents of secondary students. Many librarians were undecided on answering this question, as

was the case in 1986.

Question 17- Cultivating staff friendships and support is critical to success on my job.

Not one librarian in the entire survey disagreed with the strong need to cultivate staff friendships and support. This unanimity of agreement was evident in all schools and at all grade levels. Affirmation to this equaled any of the survey questions asked. Certainly, librarians cannot operate in a vacuum in their schools. They acknowledge their vulnerability from job isolation and conclude that they need support from colleagues and staff members in their schools if they are to survive and prove how much others need them.

Question 18- My daily, routine functions are rank-ordered in the following manner, in terms of time spent by me.

As was the case in 1986, elementary school librarians were more uniform and consistent in ranking their daily, routine functions than were secondary school librarians. Teaching library skills was dominant as the highest rank-ordered daily, routine function among elementary school librarians and was followed in second place by serving as library media specialist. Supervising was easily in third place for elementary librarians. For secondary school librarians, serving as media specialist in the school was the highest routine priority and was followed by a second-place teaching of library skills. Along with supervising, administrative functions was a third-place routine function. All librarians at all levels ranked computer functions as being the last-place routine operation. Many school libraries still are not computerized. Clerical functions ranked higher in this survey than it had in the 1986 study, while cataloging and classifying library materials ranked lower than it had in the 1986 study. Ordering and purchasing and consulting and advising ranked somewhat where they were in the 1986 survey. While perceptions on daily, routine functions varied widely, from school to school, the pattern emerged as to the top two or three routinely perceived functions and as to the bottom one. The pattern had not really changed from what had been given in the 1986 Clark County survey. Teaching the values of inculcation of and love for books and reading is inferred in the daily, routine functions of all school librarians and was not measured in this 1988 statewide survey.

CONCLUSIONS OF THE 1988 STUDY

Based on the analysis of the results of the questionnaires returned and on the relationship of such analysis with previously read research on self-perceptions of librarians as instructional leaders in school settings, conclusions for Nevada school librarians are as follows:

1. School librarians see themselves as instructional leaders in their schools and to a slightly lesser extent they perceive their principals, teaching colleagues and parents in their schools as seeing them in this capacity. Most of them serve on at least one school instructional committee but practically none chairs one of these committees.
2. School librarians are the media specialists in their schools and they are the specialists in selecting library collections for their schools. They also promote their libraries by means of displays, notices and coverage of special events.
3. School librarians are support, auxilliary personnel for classroom content area teachers and are especially helpful in language arts, social studies and science. These subjects call for large amounts of reading comprehension by students. School librarians are deemed very helpful in working with instruction for the academically talented. To a lesser extent, they are valuable support personnel for art, music, health and mathematics.
4. School librarians are directly involved with reading programs at all grade levels. In such capacity, they work with reading teachers and reading specialists- and not at odds with them.
5. In Nevada, school librarians are not yet computer specialists for their schools and most spend little time on a daily basis in working with computers.
6. School librarians value their contacts with and friendships of school colleagues and need the support of the latter. Without such, they are isolated on their jobs and feel vulnerable to removal from such positions.
7. Teaching library skills, serving as media specialists and supervising students and aides are high on the daily list of routine functions that school librarians perform. Administrative, clerical, purchasing and ordering, and cataloging and classifying materials are lesser daily routines performed.
8. While school librarians feel that central office administrative

personnel value them as instructional leaders in their schools, they perceive this with much uncertainty. Contacts by librarians with central office administrators are often lacking and communication in this area could be improved. Few school administrators come from backgrounds of school librarianship.

9. School principals set the tones as to how professional school librarians are seen in their schools. Too often, the school principal is the key as to how well the school librarian is received by others in that school. Such administrative power seems more prevalent at the elementary than at secondary levels.

10. Each school remains unique as to how the librarian is utilized and perceived by others.

1988 LIBRARIANS' RESPONSES-ALL NEVADA SCHOOLS (65 per cent response)

1. I see myself as an instructional leader in my school.
   SA-49 A-83 U-19 D-13 SD-3
2. My building principal sees me as an instructional leader in my school.
   SA-42 A-70 U-26 D-23 SD-3
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-28 A-79 U-34 D-21 SD-4
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-74 A-68 U-11 D-11 SD-2
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-36 A-66 U-30 D-29 SD-6
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-39 A-72 U-23 D-28 SD-4
7. I serve on at least one instructional committee.
   SA-30 A-48 U-11 D-39 SD-36
8. I chair at least one instructional committee.
   SA-13 A-13 U-13 D-69 SD-53
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-134 language arts-136 music-36 science-109 art-59
   physical education-30 academically talented-80 math.-17 health-69
10. My role is viewed primarily as a clerical one by the school staff.
    SA-7 A-20 U-21 D-56 SD-62
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-39 A-78 U-26 D-15 SD-9
12. The staff of my school views me as one of the computer specialists in the building.
    SA-12 A-27 U-21 D-51 SD-55
13. I am seen as the specialist in the selection of library collections for the school.
    SA-128 A-35 U-4 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-83 A-69 U-8 D-4 SD-2

RESPONSES- ALL NEVADA SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-24 A-51 U-56 D-19 SD-17

16. Parents at my school view me as an instructional leader in the school.

SA-20 A-75 U-52 D-15 SD-5

17. Cultivating staff friendships and support is critical to success on my job.

SA-118 A-39 U-8 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9- high to low) as follows, in terms of time spent by me:

Teaching library skills-1
Serving as media specialist-2
Supervising-3
Ordering and purchasing-4
Cataloging and classifying materials-5
Consulting and advising-6
Clerical functions-7
Administrative-8
Computer functions-9

Average number of years' experience in school librarianship- 9.7

Key to abbreviations:

SA= strongly agree
A = agree
U = undecided
D = disagree
SD= strongly disagree

1988 LIBRARIANS' RESPONSES-NEVADA ELEMENTARY SCHOOLS(58 per cent response)

1. I see myself as an instructional leader in my school.
   SA-34 A-48 U-9 D-4 SD-3
2. My building principal sees me as an instructional leader in my school.
   SA-29 A-48 U-11 D-8 SD-0
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-19 A-46 U-21 D-9 SD-2
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-37 A-47 U-7 D-5 SD-1
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-25 A-42 U-16 D-12 SD-3
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-23 A-46 U-11 D-14 SD-3
7. I serve on at least one instructional committee.
   SA-19 A-28 U-8 D-26 SD-15
8. I chair at least one instructional committee.
   SA-10 A-5 U-9 D-47 SD-24
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-80 language arts-79 music-21 science-70 art-31
   physical education-18 academically talented-47 math.-10 health-31
10. My role is viewed primarily as a clerical one by the school staff.
    SA-4 A-12 U-8 D-36 SD-37
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-22 A-48 U-14 D-11 SD-3
12. The staff of my school views me as one of the computer specialists in the building.
    SA-9 A-15 U-13 D-30 SD-30
13. I am seen as the specialist in the selection of library collections for the school.
    SA-71 A-25 U-2 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-55 A-37 U-3 D-1 SD-1

RESPONSES- NEVADA ELEMENTARY SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-15 A-33 U-34 D-9 SD-7

16. Parents at my school view me as an instructional leader in the school.

SA-14 A-50 U-30 D-1 SD-3

17. Cultivating staff friendships and support is critical to success on my job.

SA-62 A-29 U-5 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Teaching library skills-1
Serving as media specialist-2
Supervising-3
Ordering and purchasing-4
Cataloging and classifying materials-5
Clerical functions-6
Consulting and advising-7
Administrative-8
Computer functions-9

Average number of years' experience in school librarianship- 9.3

1988 LIBRARIANS' RESPONSES-NEVADA SECONDARY SCHOOLS(79 per cent response)

1. I see myself as an instructional leader in my school.
   SA-15 A-35 U-10 D-9 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-13 A-22 U-15 D-15 SD-3
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-9 A-33 U-13 D-12 SD-2
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-37 A-21 U-4 D-6 SD-1
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-11 A-24 U-14 D-17 SD-3
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-16 A-26 U-12 D-14 SD-1
7. I serve on at least one instructional committee.
   SA-11 A-20 U-3 D-13 SD-21
8. I chair at least one instructional committee.
   SA-3 A-8 U-4 D-22 SD-29
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-54 language arts-57 music-15 science-39 art-28
   physical education-12 academically talented-33 math.-7 health-38
10. My role is viewed primarily as a clerical one by the school staff.
    SA-3 A-8 U-13 D-20 SD-25
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-17 A-30 U-12 D-4 SD-6
12. The staff of my school views me as one of the computer specialists in the building.
    SA-3 A-12 U-8 D-21 SD-25
13. I am seen as the specialist in the selection of library collections for the school.
    SA-57 A-10 U-2 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-28 A-32 U-5 D-3 SD-1

RESPONSES- NEVADA SECONDARY SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-9 A-18 U-22 D-10 SD-10

16. Parents at my school view me as an instructional leader in the school.

SA-6 A-25 U-22 D-14 SD-2

17. Cultivating staff friendships and support is critical to success on my job.

SA-56 A-10 U-3 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Serving as media specialist-1
Teaching library skills-2
Supervising-3
Consulting and advising-4
Cataloging and classifying materials-5
Ordering and purchasing-6
Administrative-7
Clerical functions-8
Computer functions-9

Average number of years' experience in school librarianship- 10.1

1988 LIBRARIANS' RESPONSES-TOTAL CLARK COUNTY SCHOOLS(65 per cent response)

1. I see myself as an instructional leader in my school.
   SA-23 A-36 U-10 D-5 SD-2
2. My building principal sees me as an instructional leader in my school.
   SA-20 A-34 U-13 D-8 SD-1
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-13 A-31 U-22 D-8 SD-2
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-38 A-29 U-5 D-2 SD-2
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-23 A-35 U-5 D-12 SD-1
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-19 A-38 U-8 D-10 SD-1
7. I serve on at least one instructional committee.
   SA-17 A-29 U-4 D-12 SD-14
8. I chair at least one instructional committee.
   SA-10 A-5 U-6 D-37 SD-18
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-62 language arts-65 music-16 science-51 art-26
   physical education-13 academically talented-45 math.-9 health-31
10. My role is viewed primarily as a clerical one by the school staff.
    SA-3 A-6 U-10 D-28 SD-29
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-18 A-39 U-12 D-5 SD-2
12. The staff of my school views me as one of the computer specialists in the building.
    SA-5 A-11 U-13 D-25 SD-22
13. I am seen as the specialist in the selection of library collections for the school.
    SA-68 A-7 U-1 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-42 A-33 U-0 D-0 SD-1

RESPONSES-TOTAL CLARK COUNTY SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-10	A-16	U-34	D-8	SD-8

16. Parents at my school view me as an instructional leader in the school.

SA-9	A-32	U-24	D-8	SD-3

17. Cultivating staff friendships and support is critical to success on my job.

SA-58	A-17	U-1	D-0	SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Teaching library skills-1
Serving as media specialist-2
Supervising-3
Ordering and purchasing-4
Clerical functions-5
Cataloging and classifying materials-6
Administrative-7
Consulting and advising-8
Computer functions-9

Average number of years' experience in school librarianship- 11.3

1988 LIBRARIANS' RESPONSES-CLARK COUNTY ELEMENTARY SCHOOLS(61 per cent response)

1. I see myself as an instructional leader in my school.
   SA-19 A-23 U-3 D-1 SD-2
2. My building principal sees me as an instructional leader in my school.
   SA-18 A-24 U-5 D-1 SD-0
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-12 A-17 U-15 D-2 SD-2
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-20 A-21 U-4 D-2 SD-1
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-18 A-23 U-3 D-4 SD-0
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-11 A-27 U-4 D-5 SD-1
7. I serve on at least one instructional committee.
   SA-15 A-20 U-3 D-7 SD-3
8. I chair at least one instructional committee.
   SA-9 A-4 U-3 D-25 SD-7
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-40 language arts-44 music-12 science-36 art-16
   physical education-9 academically talented-33 math.-7 health-15
10. My role is viewed primarily as a clerical one by the school staff.
    SA-1 A-3 U-2 D-19 SD-23
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-10 A-25 U-9 D-3 SD-1
12. The staff of my school views me as one of the computer specialists in the building.
    SA-5 A-9 U-10 D-13 SD-11
13. I am seen as the specialist in the selection of library collections for the school.
    SA-42 A-5 U-1 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-31 A-17 U-0 D-0 SD-0

RESPONSES- CLARK COUNTY ELEMENTARY SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-8 A-12 U-21 D-3 SD-4

16. Parents at my school view me as an instructional leader in the school.

SA-7 A-24 U-15 D-0 SD-2

17. Cultivating staff friendships and support is critical to success on my job.

SA-34 A-13 U-1 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Teaching library skills-1
Serving as media specialist-2
Supervising-3
Ordering and purchasing-4
Consulting and advising-5
Administrative-6
Cataloging and classifying materials-7
Clerical functions-8
Computer functions-9

Average number of years' experience in school librarianship- 9.2

1988 LIBRARIANS' RESPONSES-CLARK COUNTY SECONDARY SCHOOLS(74 per cent response)

1. I see myself as an instructional leader in my school.
   SA-4 A-13 U-7 D-4 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-2 A-10 U-8 D-7 SD-1
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-1 A-14 U-7 D-6 SD-0
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-18 A-8 U-1 D-0 SD-1
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-5 A-12 U-2 D-8 SD-1
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-8 A-11 U-4 D-5 SD-0
7. I serve on at least one instructional committee.
   SA-2 A-9 U-1 D-5 SD-11
8. I chair at least one instructional committee.
   SA-1 A-1 U-3 D-12 SD-11
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-22 language arts-21 music-4 science-15 art-10
   physical education-4 academically talented-12 math.-2 health-16
10. My role is viewed primarily as a clerical one by the school staff.
    SA-2 A-3 U-8 D-9 SD-6
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-8 A-14 U-3 D-2 SD-1
12. The staff of my school views me as one of the computer specialists in the building.
    SA-0 A-2 U-3 D-12 SD-11
13. I am seen as the specialist in the selection of library collections for the school.
    SA-26 A-2 U-0 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-11 A-16 U-0 D-0 SD-1

RESPONSES- CLARK COUNTY SECONDARY SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-2 A-4 U-13 D-5 SD-4

16. Parents at my school view me as an instructional leader in the school.

SA-2 A-8 U-9 D-8 SD-1

17. Cultivating staff friendships and support is critical to success on my job.

SA-24 A-4 U-0 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Serving as media specialist-1
Teaching library skills-2
Supervising-3
Clerical functions-4
Cataloging and classifying materials-5
Ordering and purchasing-6
Administrative-7
Consulting and advising-8
Computer functions-9

Average number of years' experience in school librarianship- 13.4

1988 LIBRARIANS' RESPONSES-TOTAL WASHOE COUNTY PUBLIC SCHOOLS(64 per cent response)

1. I see myself as an instructional leader in my school.
   SA-13 A-19 U-2 D-4 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-11 A-16 U-4 D-5 SD-1
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-8 A-20 U-3 D-6 SD-0
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-15 A-16 U-4 D-2 SD-0
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-4 A-18 U-6 D-8 SD-2
6. My role is seen in my school as integral to the effectiveness of the the total reading program.
   SA-13 A-14 U-4 D-6 SD-1
7. I serve on at least one instructional committee.
   SA-7 A-11 U-3 D-11 SD-5
8. I chair at least one instructional committee.
   SA-2 A-3 U-5 D-15 SD-11
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-31 language arts-31 music-13 science-31 art-17
   physical education-9 academically talented-18 math.-6 health-19
10. My role is viewed primarily as a clerical one by the school staff.
    SA-2 A-6 U-4 D-12 SD-14
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-9 A-19 U-1 D-6 SD-3
12. The staff of my school views me as one of the computer specialists in the building.
    SA-2 A-10 U-3 D-12 SD-10
13. I am seen as the specialist in the selection of library collections for the school.
    SA-26 A-12 U-0 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-23 A-13 U-1 D-1 SD-0

RESPONSES-TOTAL WASHOE COUNTY PUBLIC SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-9 A-18 U-5 D-5 SD-1

16. Parents at my school view me as an instructional leader in the school.

SA-7 A-20 U-8 D-3 SD-0

17. Cultivating staff friendships and support is critical to success on my job.

SA-25 A-12 U-0 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Serving as media specialist-1
Teaching library skills-2
Supervising-3
Consulting and advising-4
Administrative-5
Clerical functions-6
Ordering and purchasing-7
Cataloging and classifying materials-8
Computer functions-9

Average number of years' experience in school librarianship- 9.8

1988 LIBRARIANS' RESPONSES-WASHOE COUNTY ELEMENTARY PUBLIC SCHOOLS(57 per cent response)

1. I see myself as an instructional leader in my school.
   SA-7 A-13 U-2 D-2 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-6 A-12 U-3 D-3 SD-0
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-4 A-15 U-1 D-3 SD-0
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-8 A-13 U-2 D-0 SD-0
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-2 A-13 U-4 D-4 SD-1
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-8 A-10 U-2 D-3 SD-1
7. I serve on at least one instructional committee.
   SA-1 A-5 U-3 D-10 SD-4
8. I chair at least one instructional committee.
   SA-0 A-0 U-5 D-13 SD-5
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-21 language arts-19 music-6 science-21 art-10 physical education-6 academically talented-7 math.-2 health-10
10. My role is viewed primarily as a clerical one by the school staff.
    SA-1 A-4 U-2 D-10 SD-7
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-5 A-11 U-1 D-6 SD-1
12. The staff of my school views me as one of the computer specialists in the building.
    SA-0 A-4 U-1 D-9 SD-9
13. I am seen as the specialist in the selection of library collections for the school.
    SA-15 A-9 U-0 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-13 A-10 U-0 D-1 SD-0

RESPONSES-WASHOE COUNTY ELEMENTARY PUBLIC SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-4 A-15 U-2 D-3 SD-0

16. Parents at my school view me as an instructional leader in the school.

SA-3 A-15 U-4 D-2 SD-0

17. Cultivating staff friendships and support is critical to success on my job.

SA-13 A-10 U-0 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Serving as media specialist-1
Teaching library skills-2
Consulting and advising-3
Supervising-4
Clerical functions-5
Cataloging and classifying materials-6
Ordering and purchasing-7
Administrative-8
Computer functions-9

Average number of years' experience in school librarianship-9.0

1988 LIBRARIANS' RESPONSES-WASHOE COUNTY SECONDARY PUBLIC SCHOOLS (83 per cent response

1. I see myself as an instructional leader in my school.
   SA-6 A-6 U-0 D-2 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-5 A-4 U-1 D-2 SD-1
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-4 A-5 U-2 D-3 SD-0
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-7 A-3 U-2 D-2 SD-0
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-2 A-5 U-2 D-4 SD-1
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-5 A-4 U-2 D-3 SD-0
7. I serve on at least one instructional committee.
   SA-6 A-6 U-0 D-1 SD-1
8. I chair at least one instructional committee.
   SA-2 A-3 U-0 D-2 SD-6
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-10 language arts-12 music-7 science-10 art-7 physical education-3 academically talented-11 math.-4 health-9
10. My role is viewed primarily as a clerical one by the school staff.
    SA-1 A-2 U-2 D-2 SD-7
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-4 A-8 U-0 D-0 SD-2
12. The staff of my school views me as one of the computer specialists of the building.
    SA-2 A-6 U-2 D-3 SD-1
13. I am seen as the specialist in the selection of library collections for the school.
    SA-11 A-3 U-0 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-10 A-3 U-1 D-0 SD-0

RESPONSES-WASHOE COUNTY SECONDARY PUBLIC SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

    SA-5 A-3 U-3 D-2 SD-1

16. Parents at my school view me as an instructional leader in the school.

    SA-4 A-5 U-4 D-1 SD-0

17. Cultivating staff friendships and support is critical to success on my job.

    SA-12 A-2 U-0 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

    Administrative-1
    Supervising-2
    Serving as media specialist-3
    Teaching library skills-4
    Consulting and advising-5
    Computer functions-6
    Ordering and purchasing-7
    Clerical functions-8
    Cataloging and classifying materials-9

    Average number of years' experience in school librarianship- 10.5

1988 LIBRARIANS' RESPONSES-TOTAL NEVADA SMALLER PUBLIC SCHOOLS (63 per cent response)

1. I see myself as an instructional leader in my school.
   SA-9 A-21 U-7 D-3 SD-1
2. My building principal sees me as an instructional leader in my school.
   SA-6 A-16 U-9 D-9 SD-1
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-5 A-21 U-8 D-6 SD-1
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-16 A-19 U-1 D-6 SD-2
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-6 A-10 U-14 D-8 SD-3
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-5 A-15 U-7 D-11 SD-2
7. I serve on at least one instructional committee.
   SA-4 A-7 U-3 D-12 SD-15
8. I chair at least one instructional committee.
   SA-0 A-7 U-1 D-11 SD-20
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-32 language arts-31 music-6 science-22 art-14 physical education-7 academically talented-14 math.-2 health-15
10. My role is viewed primarily as a clerical one by the school staff.
    SA-2 A-5 U-7 D-13 SD-13
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-8 A-14 U-12 D-4 SD-3
12. The staff of my school views me as one of the computer specialists in the building.
    SA-3 A-6 U-4 D-11 SD-17
13. I am seen as the specialist in the selection of library collections for the school.
    SA-27 A-11 U-3 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-14 A-19 U-4 D-3 SD-1

RESPONSES- TOTAL NEVADA SMALLER PUBLIC SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

    SA-3 A-15 U-14 D-4 SD-5

16. Parents at my school view me as an instructional leader in the school.

    SA-0 A-19 U-15 D-5 SD-2

17. Cultivating staff friendships and support is critical to success on my job.

    SA-27 A-9 U-4 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

    Serving as media specialist-1
    Teaching library skills-2
    Supervising-3
    Cataloging and classifying materials-4
    Clerical functions-5
    Consulting and advising-6
    Ordering and purchasing-7
    Administrative-8
    Computer functions-9

    Average number of years' experience in school librarianship- 9.9

1988 LIBRARIANS' RESPONSES- ELEMENTARY SMALLER PUBLIC SCHOOLS (47 per cent response)

1. I see myself as an instructional leader in my school.
   SA-5 A-7 U-4 D-0 SD-1
2. My building principal sees me as an instructional leader in my school.
   SA-2 A-9 U-3 D-3 SD-0
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-1 A-9 U-4 D-3 SD-0
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-5 A-11 U-0 D-1 SD-0
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-2 A-5 U-5 D-3 SD-2
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-3 A-5 U-2 D-5 SD-1
7. I serve on at least one instructional committee.
   SA-1 A-2 U-2 D-5 SD-7
8. I chair at least one instructional committee.
   SA-0 A-1 U-1 D-4 SD-9
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-13 language arts-10 music-2 science-8 art-4 physical education-2 academically talented-5 math.-1 health-5
10. My role is viewed primarily as a clerical one by the school staff.
    SA-2 A-2 U-4 D-5 SD-3
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-5 A-7 U-3 D-2 SD-0
12. The staff of my school views me as one of the computer specialists in the building.
    SA-2 A-2 U-1 D-6 SD-6
13. I am seen as the specialist in the selection of library collections in the school.
    SA-10 A-6 U-1 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-7 A-8 U-1 D-0 SD-1

RESPONSES- ELEMENTARY SMALLER PUBLIC SCHOOLS (CONTINUED):

15. The Central Office of the School District regards me as an instructional leader in my school.

    SA-1 A-5 U-8 D-1 SD-2

16. Parents at my school view me as an instructional leader in the school.

    SA-0 A-9 U-7 D-0 SD-1

17. Cultivating staff friendships and support is critical to success on my job.

    SA-10 A-5 U-1 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

    Teaching library skills-1
    Serving as media specialist-2
    Supervising-3
    Clerical functions-4
    Ordering and purchasing-5
    Cataloging and classifying material-6
    Administrative-7
    Consulting and advising-8
    Computer functions-9

    Average number of years' experience in school librarianship- 8.8

1988 LIBRARIANS' RESPONSES- SECONDARY SMALLER PUBLIC SCHOOLS (83 per cent response)

1. I see myself as an instructional leader in my school.
   SA-4 A-14 U-3 D-3 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-4 A-7 U-6 D-6 SD-1
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-4 A-12 U-4 D-3 SD-1
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-11 A-8 U-1 D-4 SD-0
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-4 A-5 U-9 D-5 SD-1
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-2 A-10 U-5 D-6 SD-1
7. I serve on at least one instructional committee.
   SA-3 A-5 U-1 D-7 SD-8
8. I chair at least one instructional committee.
   SA-0 A-4 U-0 D-7 SD-11
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-19 language arts-21 music-4 science-14 art-10
   physical education-5 acdemically talented-9 math.-1 health-10
10. My role is viewed primarily as a clerical one by the school staff.
    SA-0 A-3 U-3 D-8 SD-10
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-3 A-7 U-9 D-2 SD-3
12. The staff of my school views me as one of the computer specialists in the building.
    SA-1 A-4 U-3 D-5 SD-11
13. I am seen as the specialist in the selection of library collections for the school.
    SA-17 A-5 U-2 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-7 A-11 U-3 D-3 SD-0

RESPONSES- SECONDARY SMALLER PUBLIC SCHOOLS (CONTINUED):

15. The Central Office of the School District regards me as an instructional leader in my school.

SA-2 A-10 U-6 D-3 SD-3

16. Parents at my school view me as an instructional leader in the school.

SA-0 A-10 U-8 D-5 SD-1

17. Cultivating staff friendships and support is critical to success on my job.

SA-17 A-4 U-3 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

Serving as media specialist-1
Consulting and advising-2
Cataloging and classifying materials-3
Teaching library skills-4
Supervising-5
Clerical functions-6
Ordering and purchasing-7
Administrative-8
Computer functions-9

Average number of years' experience in school librarianship- 10.6 years

1988 LIBRARIANS' RESPONSES- TOTAL NEVADA PRIVATE SCHOOLS (80 per cent response)

1. I see myself as an instructional leader in my school.

   SA-4 A-7 U-0 D-1 SD-0

2. My building principal sees me as an instructional leader in my school.

   SA-5 A-6 U-0 D-1 SD-0

3. The teaching staff in my school sees me as an instructional leader in my school.

   SA-2 A-7 U-1 D-1 SD-1

4. I am seen by colleagues in my school as the media specialist of the school.

   SA-5 A-4 U-1 D-2 SD-0

5. Teaching library skills is viewed as a high priority of instruction in my school.

   SA-3 A-3 U-4 D-2 SD-0

6. My role is seen in my school as integral to the effectiveness of the total reading program.

   SA-2 A-5 U-4 D-1 SD-0

7. I serve on at least one instructional committee.

   SA-2 A-1 U-1 D-4 SD-2

8. I chair at least one instructional committee.

   SA-1 A-0 U-1 D-6 SD-4

9. I am used to reinforcing instructional leadership in the following content areas:

   social studies-9 language arts-9 music-1 science-5 art-2
   physical education-1 academically talented-3 math.-0 health-4

10. My role is viewed primarily as a clerical one by the school staff.

    SA-0 A-3 U-0 D-3 SD-6

11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.

    SA-4 A-6 U-1 D-0 SD-1

12. The staff of my school views me as one of the computer specialists in the building.

    SA-2 A-0 U-1 D-3 SD-6

13. I am seen as the specialist in the selection of library collections for the school.

    SA-7 A-5 U-0 D-0 SD-0

14. I promote the library to the school by means of displays, notices and coverage of special events.

    SA-4 A-4 U-3 D-0 SD-0

RESPONSES- TOTAL NEVADA PRIVATE SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

    SA-2 A-2 U-3 D-2 SD-3

16. Parents at my school view me as an instructional leader in the school.

    SA-4 A-4 U-4 D-0 SD-0

17. Cultivating staff friendships and support is critical to success on my job.

    SA-8 A-1 U-3 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9- high to low) as follows, in terms of time spent by me:

    Serving as media specialist-1
    Teaching library skills-2
    Cataloging and classifying materials-3
    Ordering and purchasing-4
    Supervising-5
    Clerical functions-6
    Consulting and advising-7
    Administrative-8
    Computer functions-9

Average number of years' experience in school librarianship- 9.4

1988 LIBRARIANS' RESPONSES- ELEMENTARY PRIVATE SCHOOLS-(75 per cent response)

1. I see myself as an instructional leader in my school.
   SA-3 A-5 U-0 D-1 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-3 A-5 U-0 D-1 SD-0
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-2 A-5 U-1 D-1 SD-0
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-4 A-2 U-1 D-2 SD-0
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-3 A-1 U-3 D-2 SD-0
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-1 A-4 U-3 D-1 SD-0
7. I serve on at least one instructional committee.
   SA-2 A-1 U-0 D-4 SD-1
8. I chair at least one instructional committee.
   SA-1 A-0 U-0 D-5 SD-3
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-6 language arts-6 music-1 science-5 art-1
   physical education-1 academically talented-2 math.-0 health-1
10. My role is viewed primarily as a clerical one by the school staff.
    SA-0 A-3 U-0 D-2 SD-4
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-2 A-5 U-1 D-0 SD-1
12. The staff of my school views me as one of the computer specialists in the building.
    SA-2 A-0 U-1 D-2 SD-4
13. I am seen as the specialist in the selection of library collections for the school.
    SA-4 A-5 U-0 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-4 A-2 U-2 D-0 SD-0

RESPONSES- ELEMENTARY PRIVATE SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

    SA-2 A-1 U-3 D-2 SD-1

16. Parents at my school view me as an instructional leader in the school.

    SA-4 A-2 U-3 D-0 SD-0

17. Cultivating staff friendships and support is critical to success on my job.

    SA-5 A-1 U-3 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9- high to low) as follows, in terms of time spent by me:

    Teaching library skills-1
    Serving as media specialist-2
    Cataloging and classifying materials-3
    Supervising-4
    Clerical functions-5
    Ordering and purchasing-6
    Administrative-7
    Consulting and advising-8
    Computer functions-9

    Average number of years' experience in school librarianship-10.2

1988 LIBRARIANS' RESPONSES-SECONDARY PRIVATE SCHOOLS(100 per cent response)

1. I see myself as an instructional leader in my school.
   SA-1 A-2 U-0 D-0 SD-0
2. My building principal sees me as an instructional leader in my school.
   SA-2 A-1 U-0 D-0 SD-0
3. The teaching staff in my school sees me as an instructional leader in my school.
   SA-0 A-2 U-0 D-0 SD-1
4. I am seen by colleagues in my school as the media specialist of the school.
   SA-1 A-2 U-0 D-0 SD-0
5. Teaching library skills is viewed as a high priority of instruction in my school.
   SA-0 A-2 U-1 D-0 SD-0
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-1 A-1 U-1 D-0 SD-0
7. I serve on at least one instructional committee.
   SA-0 A-0 U-1 D-0 SD-1
8. I chair at least one instructional committee.
   SA-0 A-0 U-1 D-1 SD-1
9. I am used to reinforcing instructional leadership in the following content areas:
   social studies-3 language arts-3 music-0 science-0 art-1
   physical education-0 academically talented-1 math.-0 health-3
10. My role is viewed primarily as a clerical one by the school staff.
    SA-0 A-0 U-0 D-1 SD-2
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my instructional leadership function.
    SA-2 A-1 U-0 D-0 SD-0
12. The staff of my school views me as one of the computer specialists in the building.
    SA-0 A-0 U-0 D-1 SD-2
13. I am seen as the specialist in the selection of library collections for the school.
    SA-3 A-0 U-0 D-0 SD-0
14. I promote the library to the school by means of displays, notices and coverage of special events.
    SA-0 A-2 U-1 D-0 SD-0

RESPONSES- SECONDARY PRIVATE SCHOOLS (CONTINUED)

15. The Central Office of the School District regards me as an instructional leader in my school.

    SA-0 A-1 U-0 D-0 SD-2

16. Parents at my school view me as an instructional leader in the school.

    SA-0 A-2 U-1 D-0 SD-0

17. Cultivating staff friendships and support is critical to success on my job.

    SA-3 A-0 U-0 D-0 SD-0

18. My daily, routine functions are rank-ordered (1 to 9-high to low) as follows, in terms of time spent by me:

    Ordering and purchasing-1
    Serving as media specialist-2
    Cataloging and classifying materials-3
    Consulting and advising-4
    Teaching library skills-5
    Supervising-6
    Clerical functions-7
    Administrative-8
    Computer functions-9

    Average number of years' experience in school librarianship-7.0